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Articles and news for publication may be sent to the editor, Marion G. Renshaw, librarian, Senior High School, Montebello, California, or to Katharine Leithold, librarian, C. K. McClatchy Senior High School, Sacramento, California.

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THE BULLETIN

School Library Association of California

Volume XI

June, 1940

Number 4

PRESIDENT SENDS GREETING

As we start on another year of pleasant associations and serious work in our School Library Association, I would like to send a word of greeting to the old members and an assurance of welcome to the new ones. It is the experience and loyalty of those librarians who have been long in our group, and the enthusiasm and new ideas of those who have joined us more recently that give our Association the strength it has.

In recent reports from both northern and southern sections mention was made of increasing memberships, and this must be a cause for rejoicing to all of us. Perhaps in no other department of our schools do we need contact outside our own school plants as we do in library work. Very rarely are there more than three librarians in a school, and too often only one. Such a condition necessarily means that the inspiration and encouragement gained from interchange of ideas and experiences must come from outside our own school group.

Thus our Library Association is the answer to a real need. For through the monthly breakfasts or luncheons, the spring meetings of the sections, and the annual state meeting we learn to know each other, whether we work in San Francisco or Los Angeles, in Redding or in National City. And knowing one another, we can make opportunities for discussion of the problems which confront us all.

The best wish I can make for this year is that more of us may meet more frequently to help solve these problems of mutual interest.

MYRTLE BARRIER, Monrovia Union High School.

THE YEAR 1939-1940

The officers of the School Library Association of California are now turning over the duties of office to their successors. Your president for the past year wishes to express real gratitude to the officers and committee chairmen who have served with her. Miss Marguerite Grayson, the secretary, and Miss Fay Tunison, the treasurer, have had all of the responsibility of the "facts and figures" of the year and have given very faithful service. It has been a pleasure to work with them, and with the two section presidents, Miss Jessie Boyd and Miss Hazel Zimmerman.

To Miss Marion Renshaw and her associate editor and their committees, the association says, "Thank you, and congratulations on a fine piece of work in the publication of the state Bulletin."

The work of the state committees is of the type which cannot be done quickly. All of the questions are continuous and progressive in nature:—Federal Aid to Libraries, Certification of Librarians, Constitutional Revision in the Light of National Reorganization. Further Analysis and Revision of the Library Tests, the Collection of Past Bulletins and Records of the Association. The committees this year have been alert to the needs and trends of these questions and busy with their contributions in the progress of each.

Perhaps the work of the president can better be measured by mileage than by print. There has been a very conscientious endeavor to be ready to serve whenever a call has come from either section of our own association or from an affiliated or outside organization. It is hoped that the president has brought some more understanding friends to school libraries. The president has had articles in the C. L. A. Bulletin, the Sierra Educational News, and the Western Journal of Education. Her association with the meetings of the A. L. A., N. E. A., C. T. A., in both state and district, and the C. L. A. have been pleasant and profitable.

And may I say, in the first person, that there has been a warm glow in my heart the entire year as I have thought of the members of the Northern and Southern sections of S. L. A. C. and their cordial, sincere friendship and loyalty. That is something that I can share with my successor and at the same time keep for the years ahead.

To my successor, Miss Myrtle Barrier of Monrovia, I present an association of loyal, professional and progressive school librarians, with every good wish for a successful and happy year.

EDITH V. TITCOMB.

NORTHERN SECTION CELEBRATES ANNIVERSARY OF PRINTING AT SPRING MEETING

"The 500th Anniversary of Printing" provided the theme of the annual spring meeting of the Northern Section, which was held in Sacramento at C. K. McClatchy High School and the Hotel Senator.

The speaker of the day was Mrs. Elizabeth Bevier Hamilton, editor of children's books, Harcourt, Brace & Company, who spoke on the subject, "What Do People Read About, and Why?" She mentioned the effects of radio on reading, stating that few adults understand why children like what they read. Twelve basic, concrete reasons for the appeal of certain themes to both children and adults were mentioned by Mrs. Hamilton who has used experimental means of arriving at her selections. After relating these important themes, Mrs. Hamilton concluded by stating that anyone who cares about books has a right to expect three things: literary quality, honesty and reader appeal.

Appreciation of the opportunity of meeting the school librarians was expressed by Mrs. Hamilton who was glad to combine the opportunity of speaking to them with her trip west. She was sincere and enthusiastic, showing a serious interest in her work. Many personal experiences and books were used to illustrate her talk, giving it spirit and genuine interest.

Meeting in New High School

The morning meeting was held in the attractive new C. K. McClatchy High School library following a tour of the school plant arranged by Katharine Leithold and Jeannette Craig, the librarians.

Miss Boyd opened the meeting by introducing Mr. Baisden and Mr. Pepper, who extended greetings to the librarians and their guests. After business and annual reports of the committee chairmen, Miss Edith Titcomb, State president, was introduced. She told of her contacts throughout the year with the members of the Southern Section, and of their annual meeting at Palm Springs a short time before. Miss Titcomb spoke of her plans to fly to Cincinnati for the American Library Association convention early in June.

The year was brought to a close by an expression of thanks to the members of the Association for their fine co-operation, with especial appreciation to Miss Jewel Gardiner and her committee in Sacramento, for their part in the preparations for the day. Then followed the introduction of the new officers, who will soon take over the direction of the section's activities. The officers are: Marguerite Grayson, president; Florence Gardiner, vice-president; Zelma Reeve, secretary; Maurine S. Hardin, treasurer.

Distinguished Guests Presented

Many distinguished educators, librarians and authors were introduced during the day. Among them were the following authors: Anna Gertrude Hall "Nansen," Hildegard Hawthorne "No Road too long," Esther Birdsall Darling "Baldy of Nome," Dr. Helen Doyle "Child went forth," Mary Provines "Bright heritage," Doris Gates "Sarah's idea."

Other guests were: Dr. Walter F. Dexter, State Superintendent of Public Instruction; Dr. Aubrey A. Douglas, Chief of the Division of Secondary Instruction; Miss Helen Heffernan, Chief of the Division of Elementary Education; Dr. Lester A. Williams, Professor of Education, University of California; Mr. Charles C. Hughes, Superintendent of Schools in Sacramento; Mr. Leo B. Baisden, Assistant Superintendent of Schools in Sacramento; Mr. S. A. Pepper, Principal of C. K. McClatchy High School; Miss Mabel R. Gillis, State Librarian; Miss Edith Coulter, Professor, School of Librarianship, University of California; Miss Eleanor Hitt, Assistant State Librarian; Mr. Vaughan McCaughey, Editor, Sierra Educational News; Mr. Vernon Michelson, President of the Northern California English Teachers Association; Miss Cornelia D. Provines, Librarian, Sacramento County Free Library; Miss Frances Murphy, School Department, Sacramento County Free Library; Miss Grace Taylor, Librarian, Sacramento Public Library.

Project Produces Fine Book

In keeping with the theme of the meeting was a talk on the cooperative project of C. K. McClatchy High School by one of the students, Arthur Waugh, who is the editor of the yearbook, "The Nugget," and a member of the California Scholarship Federation. This project was developed in honor of the one hundredth anniversary of the arrival of Johann August Sutter on the site upon which now stands the city of Sacramento and famous Sutter's fort. The result is a beautiful book entitled "I Knew Sutter," compiled through the joint efforts of several school departments.

The language students translated a portion of a State Library book, the English department applied its knowledge of the principles of expression and the technique of writing in the editing of the material for the book. The art and printing departments handled the illustrating and actual printing of the prepared material. The format and binding are unusually fine, proving that the fine books can be printed in schools. The project became the means of interesting the students in the making of fine books, as well as giving them an understanding of the technical side of editing and printing.

Luncheon and Entertainment

Luncheon tables at the Hotel Senator were most attractive, with special flower arrangements which had been done by Mrs. Belle Spurr, supervisor of the Sacramento Schools art department.

The music following the luncheon was one of the highlights of the day. Mr. George Von Hagel, formerly a cellist with the San Francisco Symphony orchestra and now supervisor of Instrumental Music in Sacramento, presented delightful entertainment, accompanied by Miss Doris Leipsic, also of the Sacramento Music Department.

OUR SECTION PRESIDENTS

ELIZABETH WILLIAMS

Southern President

Miss Elizabeth Williams, incoming president of the Southern Section, is Assistant Supervising Librarian in the Library and Textbook Division of the Los Angeles City Schools. During the past year she has been chairman of the Section of Work for Boys and Girls of California Library Association, which conducted a very successful convention in Long Beach in April. In 1938 she served on the A. L. A. committee for "choosing the right book" list.

A past president of the Los Angeles School Library Association, a member of the committee for the Roundabout and the committee to plan the joint program for the Young People's, Children's and School Librarians' sections at the A. L. A. convention last year, teacher of a course in Children's Literature at U. S. C., Miss Williams comes to her new new office with a broad background of library experience and contact in many fields.

MARGUERITE GRAYSON

Northern President

Miss Marguerite Grayson prepared for her work at Riverside Library School and Junior College, U. C. L. A., and San Jose State College.

Leaving San Jose, she launched upon a career in the San Francisco public schools, going first to Portola Junior High School as librarian, then to Mission High School, where she is as present. Concurrently with her San Francisco school library career she became increasingly active in the affairs of both sections of the School Library Association of California, where she served on various committees and as the State secretary. She was also local chairman in charge of activities of the School Libraries Section of A. L. A., San Francisco.

Last year she was exchange editor of the San Francisco Classroom Teachers Bulletin.

Truly, Miss Grayson brings to her new position a wealth of experience and ability.

SUMMER SESSION COURSES IN CALIFORNIA LIBRARY SCHOOLS

The University of Southern California School of Library Science continues to offer a part of its first semester courses which lead to the degree of Bachelor of Science in Library Science in the summer session. This enables a student to complete half of the first semester's work in the 1940 summer session and finish it in the following summer session.

Administration and Organization of Libraries and the Library Publicity Seminar will be given by Mary Duncan Carter. Reference Work will be given by Elizabeth Opal Stone of the regular library school faculty.

Especially for high school and elementary school librarians are Library Service in the Modern School conducted by Helen F. Estill and Children's Literature by Lois Fannin.

Riverside Library Service School offers six regular courses in its summer session. These include Classification and Cataloging, Library Handicraft and Book Repair, Reference Work, Book Selection, Library Service to Children, Library Administration and Loan Work.

Special courses offered are Contemporary Literature, Modern Languages for Catalogers, The Library in the School, Current History, and a series of ten lectures of pertinent topics.

This year the University of California at Los Angeles offers Administration of Libraries, and Book Selection and Acquisition. These courses constitute part of the curriculum of the first semester of the first year in the School of Librarianship of the University of California in Berkeley. In the summer of 1941 courses in Classification and Cataloguing and Bibliography and Reference Materials will be offered, thus enabling students to complete the first semester in Los Angeles.

Administration of Libraries will be offered by Dr. Fulmer Mood, Librarian of the University of Redlands. Dr. Evelyn Steel Little, Librarian of Mills College, will conduct the courses in Book Selection and Acquisition.

The program for the 1940 Summer Session at San Jose State June 24 to August 2 includes courses of interest to teachers as well as to librarians.

Miss Doris Gates, a new member of the college's summer faculty, is head of the children's department in the Fresno County Free Library and an author. She will teach Library Work with Young Children and also Story Telling. In this course she aims to demonstrate the practical use of story-telling in the classroom and to develop in students the ability to tell stories.

SOUTHERN SECTION HAS FINAL MEETING AT PALM SPRINGS

Out of the rain, fog and cloudiness of the coast areas, into the sunshine of Palm Springs came many Southern Section members for the annual spring meeting the last of April.

Everything was ideal, as though both Nature and the management of the Desert Inn had conspired to make the meeting a pleasant one. The reputed high temperature of the desert resort was tempered almost to chilliness by the breeze that came from the fresh snow on the mountains in the background.

In this delightful setting, friendships were renewed, new ones were made, and the year's activities of the Association were brought to a successful close.

Contrary to the usual custom, committee reports were dispensed with — except for an enlargement of the report of the professional committee — as each member received mimeographed copies of all of them. The time was interestingly filled with the reading of the secretary's minutes and the conducting of special business.

We were especially honored in having Miss Edith Titcomb, state president, with us. She brought greetings from the North and expressed her appreciation of the work of the Southern Section. She voiced the opinion that librarians

must work with "other educational organizations interested in the welfare of boys and girls and the betterment of schools in general" if we are to accomplish the finest results.

It was at this meeting, in the Fiesta House on the grounds of Desert Inn, that Miss Hazel Zimmerman, gracious president for 1939-1940, presented the gavel to Miss Elizabeth Williams, her successor.

In the cheery dining room of Desert Inn, looking out on the large court with its trees and flowers, some seventy-five members and friends of the Southern Section enjoyed a delicious chicken dinner while they compared notes with their neighbors and enjoyed themselves generally.

A vote of appreciation goes to the management of the Inn and their assistants, and to the Palm Springs Chamber of Commerce for their part in making the spring meeting such a genuine success.

Chairmen Praised

It's orchids for Miss Helen Herney, program chairman, and Mrs. Anne Massey, social chairman, for the delightful conclusion of the year's activities. Through Miss Herney's efforts, the interesting programs were provided. Mrs. Massey supervised the social side.

TIBET AND TIBETANS

It was easy to feel the true spirit of Shangri-La when Mrs. Doris Shelton Still spoke of Tibet, which she called the "land of Shangri-La."

Mrs. Still was born in Tibet and lived there until she was old enough to attend college. The Tibetans are her people, their philosophy is her philosophy, their country is her country. She has the mystic dignity one associates with Shangri-La. The calmness, serenity and introspection of her adopted people are a part of her being and she unconsciously imparted that feeling to her audience as she talked of Tibet. Truly, she gave a vivid picture of this far-away civilization that is so sheltered that few know of it.

Interesting Philosophy

The Tibetans, said Mrs. Still, say they can tell what you are by looking at your face. But your face doesn't matter; your clothes don't count. To them, it is what you **are** that speaks to the world.

Every Tibetan child is born with a paint brush of life in his hand. For every good deed, he paints a white stripe across his heart; for every bad deed he makes a black stripe. Others love him for the number of white stripes he wears.

Lovers of Beauty

There is a rhythm in the thought, the language, the life of the Tibetans. Their alphabet is

one of musical tone combinations which, when used to convey ideas, seem more like a lovely song than mere conversation. Their land is a land of beauty, charm and fascination. They are sincere lovers of beauty, as is evidenced by their libraries filled with beautiful books.

Because her father had access to some of these copies of Tibetan literature, Mrs. Still was able to assemble the charming bits of poetry in "Chants from Shangri-La."

Educational Plan

Quite the opposite from the American plan is the Tibetan idea of education. Instead of advancing by easy stages from simple to more and more difficult principles, the Tibetan child is taught the hard things first. If he can overcome a "too difficult" assignment instead of allowing it to overcome him, he can go on with his education.

To them sincerity and appreciation are the most important qualities in an individual, who is judged by his ability to appreciate and see.

After listening to Mrs. Still tell about "her people" in that remote yet lovely land, Tibet, one could not help feeling a deeper interest in the people. Their philosophy seemed more real, they themselves more familiar.

DESERT IS THEME

Of a very different type was the subject of Don Admiral, naturalist and writer, who has spent seven years in the vicinity of Palm Springs and the Mojave Desert and who is an authority on the flora and fauna of that region. He discredited many ideas about desert life as he told of his experiences and the results of his observations.

The real point of travel, says Mr. Admiral, is gaining "an insight into the country you are visiting." This he and Mrs. Admiral have tried to do during their ramblings.

Desert Personalities

The leading personality of the desert, according to our speaker, is the creosote bush which he chose to call the number one dweller of the arid regions. It is the hardiest desert shrub, and is the Indians' Peruna.

Best equipped of all living things to stand hardships of the desert is the ocotillo, which makes no attempt to fight the desert. It merely chooses the choicest locations, puts forth leaves during each rain to gather moisture and sheds them when dry weather comes.

Palm Trees Still Live

A note of encouragement as to the fate of the famous palms in Palm Canyon was sounded by Mr. Admiral when he announced

that most of the trees were not killed by the fire. Unlike most trees, palms live throughout the trunk and can therefore survive what would be deadly to other types.

MATERIAL WANTED FOR RECORDS

Wanted by History and Record Committee: duplicates or extra copies of the Bulletins of either section especially volumes 1, 2, 3; programs, announcements, lists, or any other publications of the association; clippings from newspapers and magazines concerning the association; pictures, etc. Send to the Chairman, Joyce Backus, San Jose State College.

FEDERAL AID IN 1940

The April number of the American Teacher (published by the American Federation of Teachers) is a Federal Aid issue. It "stresses the newer aids to education, such as those given by the WPA, the CCC and the NYA and, more indirectly, those given by the Consumers' Counsel, the U. S. Housing Authority and the Farm Security Administration."*

Of particular interest to librarians is the article, **Implementing Consumer Education**, by Reigan S. Hasdell, who is in the Consumer's Counsel Division of the U. S. Department of Agriculture.

* The American Teacher, April, 1940.

STUDENT LIBRARY ASSISTANTS

KATHARINE LEITHOLD

C. K. McClatchy Senior High School library serves a student body of 1650 and a faculty of 70 teachers. There are two trained librarians, one of whom is on duty full time, the other, three-fifths time. They are assisted by student help which is carefully chosen and supervised.

Types of Assistants

The student help throughout the school is divided into four groups and the library draws upon all of these for the two or four assistants for each period. Juniors and seniors from the commercial department work as Office Assistants and receive five credits a semester for an hour's work, with the maximum of ten allowed toward graduation.

Seniors from the commercial department are assigned to Co-operative Training. They do clerical work for three periods each day and receive ten credits a semester, with a maximum of twenty allowed toward graduation.

Others (often high sophomores) work under the heading of Civil Service for which they earn two and one-half credits each semester with a maximum of five toward graduation.

The last group to be mentioned are N. Y. A. students who work five hours each week for which they are paid by the government.

Students who have a vocational interest in librarianship are always welcomed as library helpers and provision is made for those who have not had commercial training to work on the same basis as office assistants.

All applying for work of these kinds throughout the school must have the librarians and book clerk certify that their book records are clear; the comptroller must certify that their school financial records are clear; the attendance clerk checks on their attendance record. They must have the approval of their counselor for citizenship and scholarship and finally the approval of the principal.

Duties of Assistants

All library assistants have certain duties to perform. The first of these is to serve at the loan desk. This involves the charging and discharging of books; the securing of magazines from stacks as needed; answering of telephones and checking on hall passes of students entering and leaving the library. A second duty is shelving books and reading shelves each period. There is also reference work of a simple kind, especially in helping students locate the material they need. In addition, there are always books to be processed.

The assistants who are depended upon the most are those taking Co-operative Training. Two of them are always scheduled to the library for a year, one for three consecutive periods in the morning and one for three in the afternoon. An attempt is made to have one low senior and one high senior, so that when one graduates there is a girl left who has had one semester's experience in all the various work required.

In addition to the general duties given to all library assistants, the co-operatives do ALL of the clerical work. They type all catalog cards. (The shelf list card made by the librarians is a complete card, even to tracing, from which they copy the others.) They file all catalog cards in the card catalog. They type bibliographies compiled by the librarians. They take dictation and type all library correspondence and book and supply orders to be sent to the office of the vice-principal each month. They help assemble units of books and other material to be sent to classrooms, and type invoices for them.

A very great convenience in having these girls for three periods is that they are available for work at the loan desk between periods.

Training library assistants is a continuous process. When they start library work, they study a library handbook which lists their various duties and gives procedures for carrying them out. However, most of the training must be done individually as questions arise. After about one semester they are familiar with the routines; at the end of a year they are very capable. By scheduling both juniors and seniors and some high sophomores each semester, there are always some experienced assistants to carry on the work when high seniors graduate.

Careful Supervision of Work

Supervision is always borne in mind by the librarians. Although much work is done by these students, it must always be directed. Every catalog card that they type is checked before going into the catalog. Every bit of their filing is carefully revised. Their work in helping students with reference problems is watched, and they are advised while doing it. Their shelf reading is checked at least twice a week. They are observed often while shelving books to see that they are opening each book before they put it in its place to be certain that the accession number of the charge card and book are the same. Only by this very careful supervision can the library function as it should and fulfill the purpose for which it is intended, — to serve the whole school in the best way possible.

CHARACTER AND BUSINESS IN LIBRARY CLUB

ALFREDA WEBBER, Corona Junior High School

Making the work as pleasant as possible is, of course, one way of trying to get workers who have some training to come back to work another year. Mastery of a small instruction book* is a definite requirement for the promotion of club members to the work of desk attendant. By this they can measure their progress and experience success, while at the same time they are kept aware of the distance yet to go by outlines of more advanced work frequently alluded to and by the fact that they are allowed to assist patrons in the use of only those books in which the assistant has satisfactorily passed a test. Also, the seventh and eighth grade pupils often work only an hour a week before or after school, whereas the ninth grade workers spend a full period during each day.

Because a correct letter of application was a prerequisite for a job, our applicants patiently wrote and rewrote their letters to get form, English and content approved. When they first began work they came clean and neat, a state from which they have not lapsed. One underprivileged girl industriously combed and finally began for the first time to curl her untrained hair when she began to work in the library. Another covered a tear in her dress by pinning on a rose.

Beginning on trial and having to work up to the more noticeable jobs maintains a serious attitude among the workers. Coming for an interview impresses them, and showing them around whets their appetite for a job. But the list of requirements for each job impresses them so deeply that the librarian has to hasten to explain that no one is required to have all of the requirements at the beginning, but that each must show promise and grow as he works.

Some pupils look dismayed when asked to name three teachers who can recommend them as good workers. Perhaps this will do more than words to convince them that their record follows them. It seems better for some to have the experience now of being rejected for lack of qualifications than to have them learn the lesson any later or any harder. When pupils are accepted by special arrangement because of special need for library training for the sake of rehabilitation, the attempt to be businesslike appeals to them and is an especially convenient way of insisting on good work. But time and service limit the number who can be taken in for their own good.

*Scripture and Greer. Find it yourself. Wilson, 1939.

Pupils who have reached the place of desk attendant or pupil secretary enjoy considerable admiration from the rest of the staff members, who visibly covet a place at the desk with greater trust and the right to instruct less knowing associates. The library assistants appear to seriously value also the instruction in

1. How to look well-groomed for business
2. How to greet patrons pleasingly
3. How to question and assist them tactfully
4. How to find and use library materials for one's own work
5. How to approach teachers and administrators tactfully
6. How to sort the mail
7. How to route new materials to workers who record, stamp, pocket
8. How to prepare a display
9. How to plan and letter a sign
10. How to choose and arrange decorations
11. How to do simple filing
12. How to use the typewriter
13. How to type with the right fingers
14. How to write a business letter in correct form
15. How to make added entries from a main card.

The meaning of the term library page is a minor problem. Maybe the job had better be called that of messenger, office boy or girl or receptionist. When we have no one with a free period at the time help is needed, the librarian asks someone for assistance and tries to interest him in keeping the job. A chart shows who is to work and when, while written directions and the use of the small instruction book reduce the time necessary for supervision where a succession of workers attempt to keep up continuous work. Written notes attached to the various pieces of work add more directions, so that when a worker comes into the library he finds his work and directions on a shelf labelled with his name or the name of his job. Perhaps each individual would get more well-rounded instruction if he had to work his way through all of the jobs in order to reach the top.

Comparison of the effects of this plan with the effects of more informal methods indicates that pupils at the beginning of the teen years value and enjoy work which is not made easy but which is definite and attainable and has a usefulness clearly seen by them. Our pupils have worked harder, longer and more steadily for mastery, recognition and promotion than for an abstract grade. These must be the things which count most to them.

THE DEBATER USES THE LIBRARY

ALFRED ALEXANDER

The debater, more perhaps, than the student in any other high school class, needs to know how to use the library, for the well prepared debater is the one who has done thorough research upon every phase of the topic he has under consideration.

While a textbook can be an aid in learning the fundamentals of debating, without a well equipped library very little in the way of gathering evidence, or reading for a thorough understanding of a question can be accomplished. For participation in any single debate, the debater must have access to reference books, books dealing with his special topic, books in which he can browse for stray bits of information, and magazines and newspaper articles.

While it is true that the debater is motivated in his use of the library by the desire to gather enough material to help him win debates, one of the most valuable educational experiences he has is the discovery that he can find out about almost anything if he knows how to use the library.

All too often when the student first enters the debate class such works of reference as *The World Almanac*, *The Statesman's Year Book* or other similar volumes are a complete mystery to him. He may know something of *The Reader's Guide to Periodical Literature*, but if he doesn't, it isn't long before he discovers what a friend it can be.

Strange as it may seem, many, too many, high school students do not know how to find material in books. The debater must, because of the very nature of his work, know how to use the Card Catalog. Instead of running to the librarian with "Where can I find a book about railroads?" he has learned to find what he needs. Of course, there is often special information or reference knowledge, which the librarian, with her specialized knowledge, can find when the students seem to run into a blank wall. It has always been my experience that the librarian can be of tremendous help, not only in finding not easily accessible material, but in guiding the un-resourceful student, or the student who has not yet learned to use library aids. How she can so cheerfully answer questions which seem to have obvious answers, or patiently take time to help students find things which may seem trivial is, to me, a never ending source of wonder. The librarian is to the debate coach, who is trying to help eight or ten teams at once, a friend indeed.

A feature of the San Diego High School Library is our well-supplied clipping file, in which newspaper clippings, magazine articles and pamphlets on hundreds of different types of informational materials are alphabetized according to subjects. This is particularly helpful, for not only can current material be found without hours of painful research, but material which would long ago have been lost track of because of the impossibility of locating and searching through newspapers which, in some cases, are dated several years back, is there. While back numbers of magazines are available, and while the index to the New York Times can be of help, I have found no other such aid as that of our clipping files.

While our library is a well supplied mine of reference, it is also an excellent work room. Debaters work in teams of two. Their campaigns must be planned together. This means that they must be able to converse. I plan my class schedules so that at intervals we take over the library for a period of research and consultation. The atmosphere at such times is one of intensely interested activity. Students in couples are planning how to use information, pulling books or bound magazines off the shelves, or going through the clipping files. All this doesn't lend itself to the quiet so often associated with libraries, but we are fortunate in having tolerant librarians who seem to understand what we are trying to accomplish and not only smile pleasantly when they see us, but cheerfully offer to have any material we may need ready and waiting for us before we reach the library.

At the start of this article, I intimated that debate without a well equipped library would be next to impossible. As the reader may have gathered, much of the work is made very pleasant indeed by able librarians who, unknowingly perhaps, are excellent assistant coaches.

EFFECTIVE USE OF VOCATIONAL MATERIAL

Taft Union High School Library has a metal file on a wheeled platform for filing the monographs, clippings, etc. This is circulated among the social studies teachers. On Fridays the file is stationed in the library or counselling room.

Chaffey Union High School in Ontario reports the following successful plan by which all vocational material is placed in the conference room. Teachers bring their students each period according to an advance schedule.

OFFICERS FOR 1940-1941

STATE

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SUCCESSFUL DISPLAYS DESCRIBED

If you are at a loss what to put in your display cases, this report from Chaffey Union High School may vanish those worries.

Exhibits of souvenirs gathered by teachers on their foreign travels proved a source of much interest to the students who ask for many of the attractive books about the countries from which the exhibits came.

A schooner wagon, drawn by oxen, with its load of pioneers and their families, their dogs and household goods, attracted much attention. Coyotes and wolves

lurked in the sagebrush background. These small figures were all carved from wood by a small girl with particular talent along this line.

Students' hobbies are always interesting. One hobby collection included figurines from foreign lands. Another was a collection of shells; and another, a collection of salts and peppers collected by a girl on a trip abroad.

A display of books bearing on the subjects always arouses interest.

LIBRARY NEEDS DISCUSSED

At the Book Brunch in San Francisco on April 14, the 26 members who were present heard Mr. Luther Meyer, a member of the faculty of San Francisco State College, President of the San Francisco - Oakland Newspaper Guild, and the Book Editor of the San Francisco Call-Bulletin, speak on the topic, "A Parent Looks at the School Library."

Mr. Meyer stressed the fact that the school library should enrich the home library as well as the school curriculum. He enlarged on the fact that there should be no psychological barriers to reading such as inadequate light, heating, and ventilation. He dwelt on the fact that the library of today should contain newspapers, phonograph records of music as well as of such famous speeches as have been broadcast during the recent world crises.

In a special message to the librarians and in answer to questions asked of him by members present, Mr. Meyer pointed out the necessity of having a DEFINITE program of publicity for the library. He cited instances of the success of certain publicity campaigns launched by individuals. The follow-up is all-important and the use of HUMAN INTEREST in such a campaign he discussed at length.

All members present were stimulated to "carry the torch" and to educate their parental groups, their faculty members, and interested civic bodies in the enlargement of the library program.

CIVIL SERVICE EXAMINATIONS BULLETIN BOARD

In these days of unemployment when responsibility is placed on all public agencies to do their part in helping solve this difficult problem, the San Diego High School Library meets this challenge by posting notices of all city, county, state and federal civil service examinations in a specially constructed, glassed-over bulletin board placed at the entrance of the library. All civil service commissions will gladly furnish these notices as issued on request. The federal government may be reached by addressing Manager, Twelfth U. S. Civil Service District, Room 119, Federal Office Building, San Francisco, California.

An outgrowth of the discussion on library radio programs at the C. L. A. convention at Long Beach seemed to be a feeling that the results do not warrant the time and effort expended.

Attention is called to the fact that the article on "Library Tests in Curriculum Development" in the March Bulletin was written by Jeannette Vander Ploeg who has been doing extensive work on the subject of library tests.

LONG BEACH DEWEY-CONTINUATION HIGH SCHOOL LIBRARY

From the report for 1939 by Mrs. Avis Paxton, Librarian.

The Dewey-Continuation High School Library was, at its inception, somewhat suggestive of a missionary barrel. The materials of which the library was built came from sources not precisely termed first hand. A few were gleaned from an abolished junior high school library—one of the oldest in the system; others were gifts from organizations and individuals—chiefly interesting as old keepsakes. The vocational books in the collection dated back ten years, fifteen years. They described jobs that no longer existed. The books of poetry were few and far between; there was no drama, no essays, scarcely any history. The biographies of practical men were present but not books that pertained to dreamers. The specialized trade volumes of which Dewey-Continuation library was more than generously supplied, again smacked of spring housecleaning. Many of the automobile and radio books are still primarily useful only to the youthful car owner whose 1919 model is no longer listed in Dyke's automobile book.

Today, with the bookshelves filled with attractive reading matter, and the library room a place where adults as well as boys or girls seem to enjoy coming, we

are apt to forget the circumstances under which the Dewey-Continuation Library started. Looking backward sometimes serves as a measuring rod for the present and restores to mind the challenge which is always ours.

Special Book Selection Problem Involved

The Dewey High School had in the past been a refuge for non-farmers. The students, all boys, came not from one neighborhood but from many sections of the city. Some of them had been victims of experiences and environments not general in other schools. While young in years and often in development, many of them were old in ways not necessarily desirable. In more recent years, by combined administrative and faculty efforts the character of the student body has changed. Dewey High School has become a pre-vocational and job training institution. Students have gradually become classified into two groups—those who in all probability will always do simple industrial tasks and those who, with proper training, will make trade mechanics. For each group there is the proper training provision and for each the purchase of library books has to be borne in mind.

Continuation Group Presents Other Needs

The Continuation High School students lend another atmosphere to the institution. Boys and girls, men and women, the unwed and the wed, make up the enrollment of the school. To this school came adolescents from broken homes and from other situations where earning a part-time living is a matter of course. In the group are both rebels and conformers, the listless and the ambitious. The rebels and the listless are compelled by law to remain in school until eighteen years of age. Life in the working world has given them a sophistication which makes high school seem elementary and, from their standpoint, of questionable value. The more ambitious students are, on the whole, those who have had business experience and realize the value of additional commercial training. They are studying for Civil Service examinations, for certificates as office experts. Another group is looking forward to credentials which will lead to State Cosmetology certification. Yet another group is studying homemaking, dressmaking, maidcraft, catering. Not a few of the young women are married and are looking forward to and preparing for parenthood.

Library Needs Varied

With this complex Continuation group the librarian needs also to

play a part. Her field in the Continuation High School is not unlike that of a public library. The wants, the requirements, the interests of the group are as varied as those of an adult community. During the early months of Dewey-Continuation Library some members of the faculty felt that young men and women who work and also attend school have no time for books, but this opinion has disappeared with time and use and the element of convenience and proximity.

ECHOES FROM C. L. A.

Living is learning and learning is living. In the school, all roads lead to the library, but some roads start in the library and lead almost anywhere. The library must do more than serve the curriculum; it must be ready not only to **inspire** individual interests but to **feed** them once they are aroused.

JOHN W. WILSON,
Principal, David Starr Jordan High
School, Long Beach.

There is a general need for librarians to sponsor the **finest type** of literature rather than to be constantly pushing the mediocre.

Since culture in Europe is not only at a standstill but is declining, America must take the responsibility of preserving and carrying culture forward.

DR. MILDRED STRUBLE,
University of Southern California.

COMMITTEE CHAIRMEN, 1940-1941

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Elementary—To be named la-
ter.

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Angeles.

Book List Available

"500 books for children," by
Nora E. Beust, Office of Education
Bulletin 1939, no. 11, lists books for
preschool and elementary school
children. The list is free while the
supply lasts. Address the Library
Service Division, Office of Educa-
tion, Washington, D. C.

BOOK JACKET SERVICE

The San Diego High School is now offering a book jacket service to teachers. It began by requests from teachers in the English departments for jackets they might display in their classrooms on bulletin boards or walls in order to stimulate an interest in good reading. They also felt that the bright colors and pleasing designs on the jackets added to the attractiveness of the room. The service is being extended to include all departments.

The plan under which the service operates may be stated as follows:

1. Contact is made by teacher with librarian in which an explanation is given as to the type of subject material wished and a survey made of available material.

2. Teacher appoints a committee consisting of five members headed by a chairman. This committee selects the jackets to be displayed, posts them in the classroom, changing the display bi-weekly.

An additional value of this project not to be overlooked is the enthusiasm which it engenders in the library's books and in the responsibility developed in the members of the student committee in charge — a contagion of spirit which is passed on by them in a large measure to their classmates.

NOTICES OF NEW BOOKS

Miss Corrie Z. Forbes, Librarian at Burbank Senior High School, writes, "As soon as a small group of books is ready for circulation, students in the Office Practice classes mimeograph the annotated list, making enough copies for all teachers and administrators. We find that the titles attract more attention if the lists are not more than one page long, and not distributed oftener than once a week."

Mrs. Donna Knaack, Librarian at Stanford Junior High, and Miss Ida Belle Craig, Librarian at Kit Carson Junior High, both in Sacramento, say they depend to a great extent upon book displays. These are attractively arranged in the library, and invitations are issued to teachers to make a visit to see them. At Stanford Junior High the principal often calls attention to the displays while making announcements over the loud speaking system. Both librarians also call individual teacher's attention to single copies of books they know will be of interest. At times they also issue annotated book lists.

A faithful reproduction of the old horn book can be obtained from the Horn Book Company, for \$1.50.

BOOKS EVALUATED AT THE BOOK BREAKFASTS OF THE SOUTHERN SECTION

(Inclusion does not necessarily mean recommendation)

ATWATER, M. M. Government hunter. Macmillan, 1940. \$1.50.

Primarily a good adventure story of camping, hunting and foiling gangsters, it serves to give a fair picture of the work of several government agencies. Hill. Jr. & Sr H. S.

BRITTAIN, VERA. Testament of friendship. Macmillan, 1940. \$2.50.

Biography of Winifred Holtby. Deals largely with the post-war years and her ever-increasing reputation as a writer. Pidduck. Adults.

BUCK, PEARL. Other gods. Day, 1940. \$2.50.

An American, overnight, became the country's idol by climbing alone to the top of Mt. Therat. How he and his young, quiet wife, met the public adulation for their return to America. Tilton. Faculty.

CARR, ALBERT. Juggernaut, the path of dictatorship. Viking, 1939. \$3.00.

The dictators of history: Dynasts, Revolutionaries and Crisis-Men. The dynasts are pictured as clever, brilliant men; the crisis-men are the Hitlers and Mussolinis of history; while the author finds more excuse for the middle group. Warns America and points to trends that are apt to lead to dictatorships. Lane. H. S. and J. C.

CHOATE, FLORENCE AND CURTIS, ELIZABETH. Absolute pitch. Harcourt, 1939. \$2.00.

A slight story of a fourteen-year-old daughter of a grand opera singer. The story ends with Thalia about to start training for stardom. Of little value in vocational reading. Andrew. Gr. 7-10.

CLARKSON, R. E. Magic gardens, a modern chronicle of herbs and savory seeds. Macmillan, 1939. \$3.00.

Interesting account of the use and culture of herbs and their importance in the history of civilization. Appeal limited. Glassey. Sr. H. S., J. C.

CORLE, EDWIN. Solitaire. Dutton, 1940. \$2.40.

A dramatic story involving three characters: a highly imaginative, well-to-do child; a professional, elderly, philosophical tramp; and the tramp's pet rat. Author strives too visibly for simplicity of style. Neel. Gr. 12, J. C.

CORNISH, D. H. These were the Brontes. Macmillan, 1940. \$2.50.

Well written and entertaining. A useful volume for libraries not having a surplus of Bronte material. Undocumented. Mellette. Sr. H. S., J. C.

DOYLE, H. M. Mary Austin: woman of genius. Gotham house, 1939. \$3.00.

Written with simplicity and great understanding. A sincere, honest biography. Kemp. Faculty.

DUNNE, J. W. St. George and the witches. Holt, 1939. \$2.00.

Further experiences of St. George after he killed the dragon. The modern flavor is due to the author's humorous use of present-day language. Limited appeal. Jackson. El., Jr. H. S.

FITZPATRICK, J. C. Some historic houses. Macmillan, 1939. \$4.00.

Description of 23 historic houses purchased and restored by the Colonial Dames of America. Compilation varies greatly in style and manner of presentation. Palmer. Not recommended.

FULLER, IONE. The Loon feather. Harcourt, 1940. \$2.50.

Charming story of Oneta, daughter of Tecumseh, whose life and love become involved with the white man's world. Kemp. Sr. H. S., J. C.

GIBSON, KATHARINE. Cinders. Longmans, 1939. \$1.50.

Sequel to "Cinderella" which relates the adventures of her coachman and his love for Flash, the king's favorite horse. Schramling. Jr. H. S.

GIRLING, ZOE (Martin Hare, pseud.) Polonaise. Macmillan, 1940. \$2.50.

Psychological novel portraying the life of an introspective young boy whose parents are about to be divorced. The scene moves from England to pre-war Poland. Mackie. Sr. H. S., J. C.

HARSANYI, ZSOLT. Star-gazer. Putnam, 1939. \$2.75.

A historical novel centered about the life of Galileo. Gives a vivid portrayal of life in Florence and Venice in the latter part of the 16th century and the early 17th century. One senses how much of a martyr he really was and how steadfast he remained to his ideals. Potter. Large H. S., J. C.

HENRIQUES, ROBERT. No arms, no armour. Farrar, 1940. \$2.50.

A young English army officer is trained in the arts of war and of a gentleman, but not in the art of living. An accident sends him to the hospital for several months where he muddles through the philosophies of two older men. Subsequent tragedies find him better prepared to face life, but by no means oriented or happy. Andrew. Limited faculty appeal.

HULL, KATHARINE & WHITLOCK, PAMELA. Oxus in summer. Macmillan, 1940. \$2.00.

Sequel to "Far distant Oxus" and "Escape to Persia." Tale of another care-free summer vacation in the Exmoor country of England. Too English for the tastes of most American children. Rejected. Schramling.

JORDAN, E. B. Americans (a new history of the peoples who settled the Americas). Norton, 1939. \$3.50.

A panoramic survey, comprehensive in fundamentals, but with much revealing anecdote. Interesting in style, almost reportorial. On some pages material is presented in chart form. Possibly too frank for a high school library, but certainly valuable for J. C. Windsor. Sr. H. S., J. C.

LANCASTER, BRUCE AND BRENTANO, LOWELL. Bride of a thousand cedars. Stokes, 1939. \$2.50.

Thrilling, picturesque tale of Bermuda's participation in the Civil War as a base for English blockade runners to Southern ports. Embellished with a romance between a lovely island belle and an intrepid English blockade runner. Payne. Sr. H. S., J. C., Faculty.

LEVIN, MEYER. Citizen Viking, 1940. \$2.75.

Fictionized account of the Republic steel strike of 1937 told from the point of view of the doctor who happens on the scene in time to care for the wounded. Sympathetic to unions. Taylor. J. C.

LYOYD OF DOLOBRAN, G. A. L. British case. Macmillan, 1940. \$.50.

This booklet explains the British viewpoint on the current European war. Stresses the principle of nationality. Pidduck. Sr. H. S., J. C.

MILES, ARNOLD. How criminals are caught. Macmillan, 1939. \$.60. (People's library.)

Authoritative, interesting and informal discussion of criminals and how they are apprehended. Author has worked with International Chief of Police. Appeal to slow reading students. Useful for social studies unit. Fulton. Jr., Sr. H. S.

MORTON, H. V. Ghosts of London. Dodd, 1940. \$3.00.

A tantalizing book. The subject is of much interest, but the text is sketchy and inadequate. Good source material, but might have been much better. Horton. H. S., J. C.

ODUM, H. W. American social problems: an introduction of the study of the people and their dilemmas. Holt, 1939. \$4.00. text ed. \$3.00.

A scholarly array of facts and figures, with excellent chapter bibliographies and notes. Of necessity, based on the 1930 census, it will be hard to judge the validity of some of the conclusions drawn until the 1940 census is tabulated. Roewekamp. Sr. H. S., J. C.

SANDERS, SUE. Our common herd. Garden city, 1939 \$1.00.

Short autobiography of a woman who made money in Texas oil, but whose pride is in her heritage of pioneer stock: hardworking, proud, gritty, independent. Might be one of the human documents in "These are our lives." Van Deusen. Sr. H. S., J. C.

SEYFERT, E. M. Little Amish schoolhouse. Crowell, 1939. \$2.00.

A sympathetic picture of life in an Amish community in Pennsylvania. The author shows the pathetic effort these people make to retain their simple way of life and to keep their children from the unworldliness about them. The schoolhouse is the symbol of their desire for isolation from the modern world. Dialect makes the reading quaint but difficult. Schramling. Jr. H. S.

STILL, JAMES. River of earth. Viking, 1940. \$2.50.

A good picture of the daily life of a Kentucky miner's family is given by the seven-year-old son. Little plot. Taylor. Sr. H. S., J. C.

THARP, L. H. Lords and gentlemen. Crowell, 1940. \$2.00.

Saybrook, Conn., later to become the home of Yale University, is the setting for this simple tale, full of action and adventure, of a captive white boy with the Pequot Indians. Roewekamp. Jr. H. S.

THORP, M. F. America at the movies. Yale, 1939. \$2.75.

A view of the movies in relation to the various communities of the country. Fair discussion of the different phases of the industry. Mallory. Sr. H. S.

VILLARD, O. G. Within Germany; with an epilogue: England at war. Appleton, 1940. \$1.00.

The author finds Germans a depressed, unhappy people, secretly hostile to the present regime. He reports a degraded press, a rule of terror and a despairing populace. Advocates a crusade against anti-British propaganda and military and economic disarmament. Pidduck. Adults.

WADSWORTH, LIDA. Mystery off Pirate's Point. Farrar, 1940. \$2.00.

Two seventeen-year-old twins, engaged in printing a weekly newspaper in an Oregon beach resort meet pretty blond Patricia Hilyard and become involved in a series of mysterious events. Good wholesome story with some vocational interest. Jr., Sr. H. S. Kemp.

WEIL, ANN. The silver fawn. Bobbs, 1939. \$2.00.

A charmingly simple story of Chico, who wished to become as fine a silversmith as was his father before him. A good picture of Mexican life and an excellent appreciation of the artist's feeling for his craft. Heron. Elem., Jr. H. S.

WHITE, J. R. Let's broadcast! Twelve one-act plays. Harper, 1939. \$1.50.

Simple plots, characters mostly young people, situations definitely of junior high interest. Some of the plays suitable only for special occasions, others good for any season. Practical suggestions for sound effects, including music. Jones. Jr. H. S. (Sr. H. S. if needed.)

WHITE, WILLIAM ALLEN. Changing West; an economic theory about our golden age. Macmillan, 1939. \$1.50.

The steady increment of wealth from the rising price of land made the west what it was in the golden era. Now there must be a new balance set up between agriculture and industry.

Philosophic in tone but concrete in examples. The book was originally a series of lectures delivered by Mr. White at Harvard. Windsor. Sr. H. S., J. C.

WILSON, W. E. The Wabash. Farrar, 1940. \$2.50.

Dramatic, short chapters about celebrities associated with Indiana and the Wabash from La Salle, Clark, Tecumseh and Abraham Lincoln to the modern writers who have given the state its literary reputation. Kemp. Sr. H. S., J. C.

WORTHINGTON, MAY. Sally and her kitchens. Dodd, 1939. \$2.00.

The story of Sally Lewis' career in home economics. A well written "career story" in an unusual field. It includes information about various phases of a dietitian's work. Jr. and Sr. H. S.

YOUNG, FRANCIS BRETT. City of Gold. Reynal, 1939. \$2.75.

A continuation of "They seek a country." It deals with the second generation and with the growing discord between the Boers and the British. Cecil Rhodes figures as a background character. Taylor. Sr. H. S., J. C.

ACKNOWLEDGMENTS

Only through the efforts and contributions of many school librarians and others interested in school library work has it been possible to produce volume eleven of the Bulletin.

We take this opportunity to express appreciation to the Bulletin committees of both sections for their assistance in gathering material, to other members of the Association who have prepared material for these pages, to every one for their very loyal support, and to Mr. Marty and his staff of the Montebello Messenger whose interest in our work has been a bulwark during the stress of publication.

THE EDITOR.

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